



**Reading Recovery
Executive Summary for
San Diego State University Training Site**

**Long Beach Unified School District
2007-2008**



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End-Of-Program Status Of All Reading Recovery Children Served

Reading Recovery accounts for all children served *even if served for only one day*. At the end of each child's series of lessons, a status category is assigned. The five status categories are as follows: (a) discontinued, (b) recommended action after a complete intervention of 20 weeks, (c) incomplete program at year-end, (d) moved while being served, and (e) none of the above.

Of the two hundred fifty (250) participants, one hundred ninety (190) had a complete intervention (20 weeks of Reading Recovery instruction or discontinued before 20 weeks). Seventy five percent of those with a complete intervention were discontinued. Of all children who received even one day of Reading Recovery service, 57% (n=142) were discontinued. Nineteen percent of those who completed the 20 weeks did not achieve average progress and required a longer-term intervention program. Some of the children who did not reach grade level status moved from the district before their program was completed or did not have time to complete the program because the school year ended.

Figure 2.1 Intervention Status of All Reading Recovery Children Served: Long Beach USD, 2007-2008

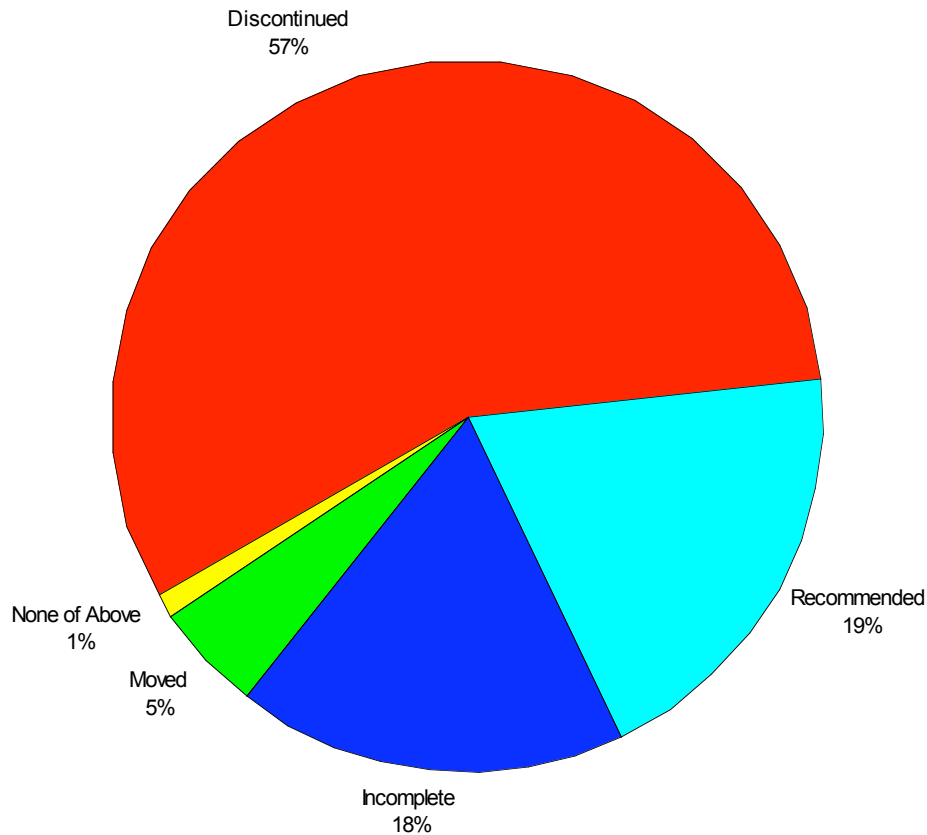


Table 2.1 Intervention Status of all Reading Recovery Children Served By District: Long Beach USD, 2007-2008

District	Intervention Status										Total n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row%	
Long Beach	142	57%	48	19%	45	18%	12	5%	3	1%	250
TOTAL	142	57%	48	19%	45	18%	12	5%	3	1%	250

Note: Any differences between total n in this table and total group in Table 1.1 represent missing data (status).

End-Of-Program Status Of Full-Program Reading Recovery Children

The number of children who discontinued can also be examined as a percentage of the children who had an opportunity to complete a series of lessons (complete intervention) of 20 or less weeks. Figure 2.2 graphically represents that 75% of the children who had an opportunity for a full series of lessons (complete intervention) were discontinued from Reading Recovery.

Figure 2.2 Intervention Status of Reading Recovery Children with Complete Interventions: Long Beach USD, 2007-2008

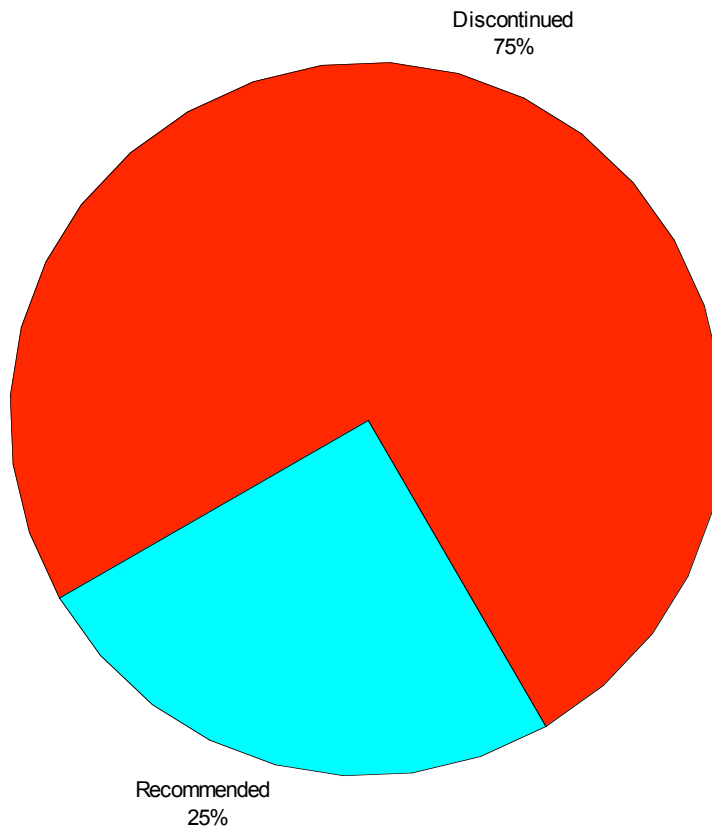


Table 2.2 Proportion of Reading Recovery Children with Complete Interventions Whose Lessons Were Successfully Discontinued: Long Beach USD, 2007-2008

District	Complete Interventions		
	Total	Discontinued	
	n	n	row %
Long Beach	190	142	75%
Total	190	142	75%

Note: Complete interventions are defined as all children whose interventions were successfully discontinued plus all children who were recommended for further instructional support.

End-Of-Program Status Of Reading Recovery Children by Race and Ethnicity and Text Reading Level by Lunch Cost

An important finding is that full-program African American children and Hispanic/Latino children, our largest population of second language learners, discontinued at a very high rate. 91.7 percent of African American children discontinued and 70% of Hispanic/Latino children successfully discontinued from Reading Recovery after a complete intervention. These figures either exceeded or are close to other race/ethnic groups.

Table 2.2.1 Intervention Status of Students with Complete Interventions by Race/Ethnicity: Long Beach USD, 2007-2008

Race/Ethnicity	Intervention Status										Full Prog. n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row %	
(No Response)			1	100							1
Asian, not Hispanic	13	86.7	2	13.3							15
Black/African American, not Hispanic	22	91.7	2	8.3							24
Hispanic/Latino, any race	91	70	39	30							130
Native Hawaiian/Pacific Islander, not Hispanic	2	100									2
White, not Hispanic	12	80	3	20							15
Multiple Races/Ethnicities, not Hispanic	2	66.7	1	33.3							3
All Races/Ethnicities	142	74.7	48	25.3							190

Research has clearly and consistently shown that an achievement gap exists between children from higher and lower socioeconomic backgrounds. One of the critical roles of schools is to close this achievement gap. Table 3.1.3 illustrates that Reading Recovery enables students to close the gap among children of varying socioeconomic backgrounds and dispels the myth that children of poverty are unable to achieve at the same rate of higher income students. Fall to Year-end gains are considerable regardless of income status.

Table 3.1.3 Progress on Text Reading Level by School Meal Cost and Intervention Status/Study Group: Long Beach USD, 2007-2008

School Meal Cost Intervention Status/ Study Group	Text Reading Level												Fall to Year-End Gain		
	Fall			Entry			Exit			Year-End			Fall to Year-End Gain		
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD
Regular price															
Discontinued	6	0.3	0.5	10	3.3	3.6	10	14.6	1.0	10	16.4	1.8	6	16.3	2.3
All Served	6	0.3	0.5	10	3.3	3.6	10	14.6	1.0	10	16.4	1.8	6	16.3	2.3
Complete Interventions	6	0.3	0.5	10	3.3	3.6	10	14.6	1.0	10	16.4	1.8	6	16.3	2.3
Free or reduced price															
Discontinued	86	0.7	1.0	132	2.5	2.5	132	14.6	1.5	131	16.9	3.1	85	16.7	3.7
Recommended	48	0.0	0.1	48	0.0	0.1	48	6.0	2.4	47	8.3	4.2	47	8.2	4.2
Incomplete	14	1.1	0.9	45	2.0	1.8				45	8.4	3.2	14	8.1	2.1
Moved	5	0	0	12	1.7	2.3	3	6.0	1.0						
None of Above	3	0.7	1.2	3	0.7	1.2	2	4.0	1.4	2	8.5	7.8	2	8.5	7.8
All Served	156	0.5	0.9	240	1.8	2.3	185	12.1	4.3	225	13.3	5.4	148	13.1	5.7
Complete Interventions	134	0.4	0.8	180	1.8	2.4	180	12.3	4.2	178	14.6	5.1	132	13.7	5.6
All School Meal Cost Responses															
Discontinued	92	0.6	0.9	142	2.5	2.6	142	14.6	1.5	141	16.9	3.0	91	16.7	3.6
Recommended	48	0.0	0.1	48	0.0	0.1	48	6.0	2.4	47	8.3	4.2	47	8.2	4.2
Incomplete	14	1.1	0.9	45	2.0	1.8				45	8.4	3.2	14	8.1	2.1
Moved	5	0	0	12	1.7	2.3	3	6.0	1.0						
None of Above	3	0.7	1.2	3	0.7	1.2	2	4.0	1.4	2	8.5	7.8	2	8.5	7.8
All Served	162	0.5	0.8	250	1.9	2.4	195	12.2	4.2	235	13.5	5.4	154	13.2	5.6
Complete Interventions	140	0.4	0.8	190	1.9	2.5	190	12.4	4.1	188	14.7	5.0	138	13.8	5.6

End-Of-Program Status By Weeks In Program

Table 2.4 shows how many weeks children in each status category were served in Reading Recovery. The majority of discontinued children completed their series of lessons in 10-19 weeks (61%). Most discontinued children completed their series of lessons successfully in under 20 weeks. Our goal is to discontinue more children successfully in less time. The sooner first round children complete their series of lessons, the more time second and third round children have in the Reading Recovery Program.

Table 2.4 Intervention Status by Weeks in Intervention: Long Beach USD, 2007-2008

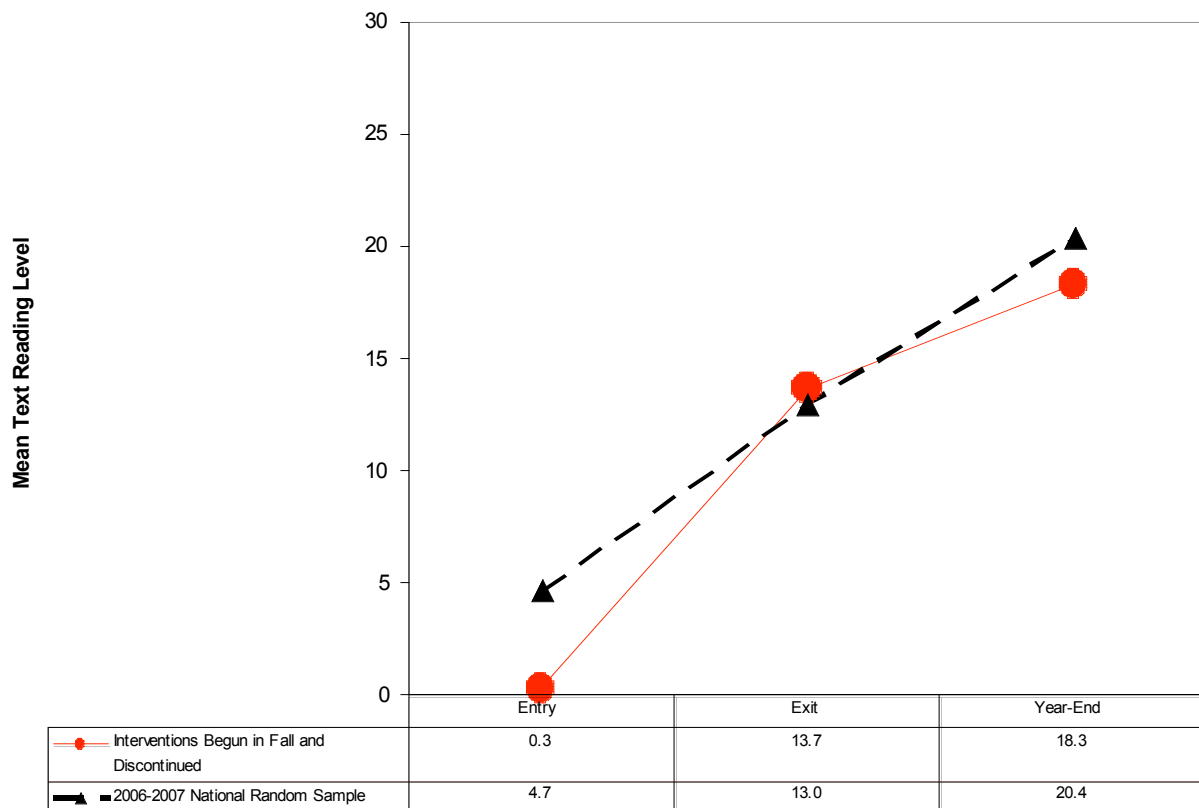
Weeks	Intervention Status										Total	
	Discontinued		Recommended		Incomplete		Moved		None of Above		n	col %
	n	col %	n	col %	n	col %	n	col %	n	col %		
1-4	2	1%	0	0%	4	9%	8	67%	0	0%	14	6%
5-9	10	7%	0	0%	6	13%	0	0%	1	33%	17	7%
10-14	35	25%	0	0%	13	29%	3	25%	1	33%	52	21%
15-19	51	36%	0	0%	21	47%	1	8%	1	33%	74	30%
20	22	16%	44	92%	1	2%	0	0%	0	0%	67	27%
21	9	6%	1	2%	0	0%	0	0%	0	0%	10	4%
22	13	9%	3	6%	0	0%	0	0%	0	0%	16	6%
23	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
24	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
25-29	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
30-34	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
35-39	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
> 39	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	142	100%	48	100%	45	100%	12	100%	3	100%	250	100%

Note: Any differences in n between this table and total group in Table 1.1 represent missing data (weeks).

Progress On Text Reading Level Of First-Round Successfully Discontinued Reading Recovery Children

First-round children in Long Beach USD who met the stringent criteria for discontinuing from Reading Recovery services appear to have developed a self-extending system as evidenced by their progress in text reading in Figure 5.1. It is important to note that the first-round children enter Reading Recovery unable to read a level one text and the National Random Sample children read at a mean text level 4.7. Reading Recovery students learn at an accelerated rate, faster than their peers, and by the time of exiting Reading Recovery had text reading scores slightly higher than the Random Sample (13.0). Discontinued Reading Recovery students successfully completed their series of Reading Recovery lessons at a text level 13.7. These children continued to make noticeable progress in the classroom setting after the intervention ended, as evidenced on year-end text level (18.3).

Figure 5.1 Progress on Text Reading Level of Reading Recovery Children Whose Interventions Started in Fall and Whose Lessons Were Successfully Discontinued: Long Beach USD, 2007-2008



Change In Classroom Reading Group Placement From Fall To Year-End For Reading Recovery Children

Classroom teachers of all Reading Recovery children were asked to describe each child's reading group placement at the beginning of the year and again at the end of the year. Figure 6.1 shows how group placement changed for Reading Recovery children whose lessons were successfully discontinued. As the data show, 94% of the discontinued Reading Recovery children started the school year in the well below average and below average reading groups in their classrooms. By the end of first grade, 6% were in the well above average group, and 80% were in the average and above average reading groups. Only 14% of the discontinued Reading Recovery children were still placed in the below average classroom reading group at the end of grade one. Figure 6.2 shows how group placement changed for Reading Recovery children who had a complete intervention (Discontinued and Recommended). The data show that by year end, 80% of children who received Reading Recovery, regardless of their end of program status, were working in classroom reading groups at average or above reading levels.

Figure 6.1 Classroom Performance Placement of Reading Recovery Children Whose Lessons Were Discontinued: Long Beach USD, 2007-2008

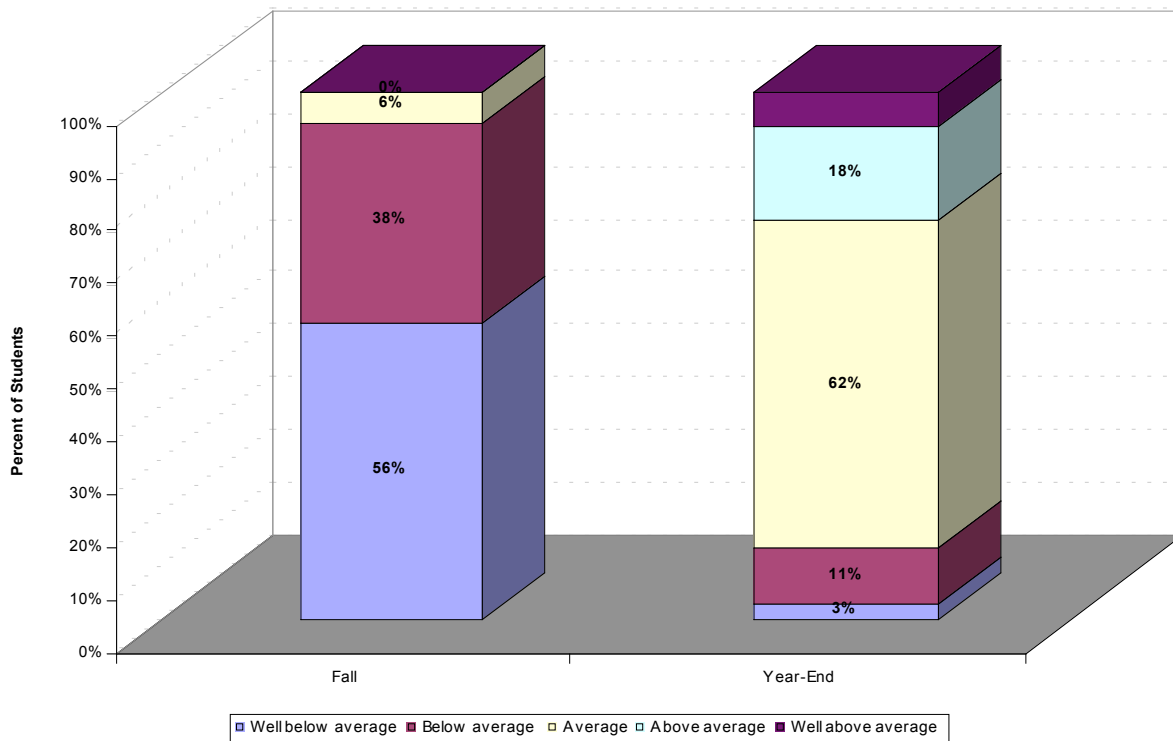
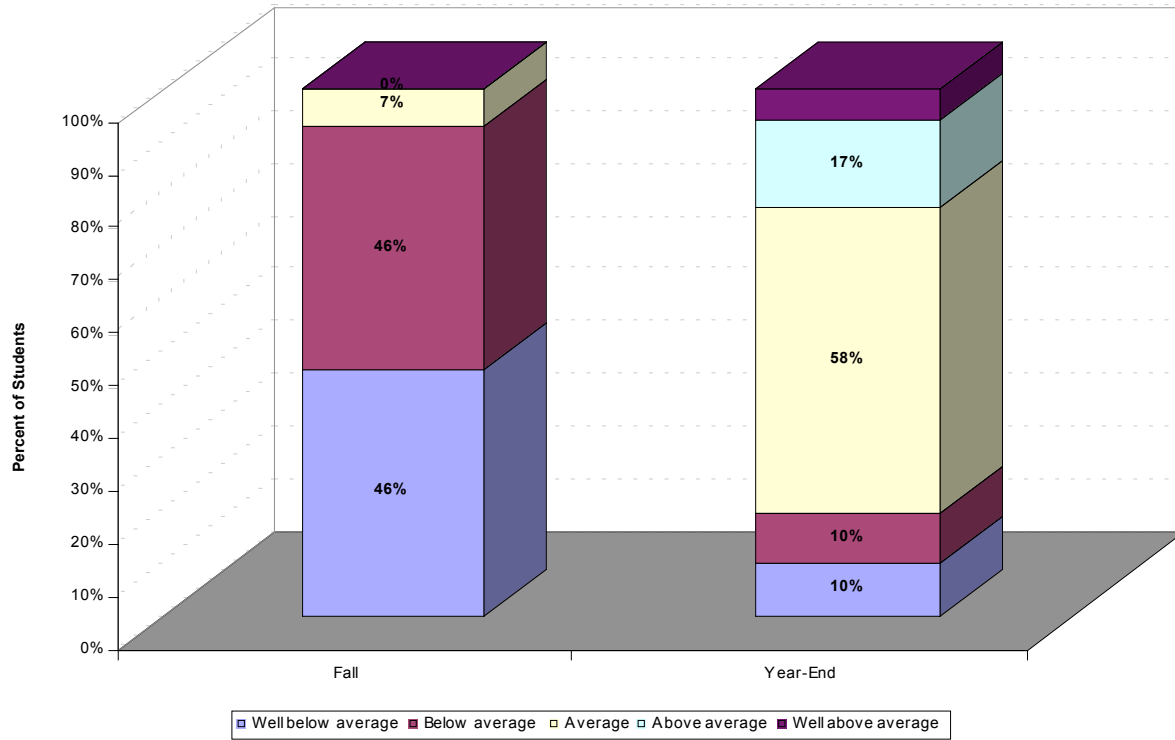


Figure 6.2 Classroom Performance Placement of Reading Recovery Children with Complete Interventions: Long Beach USD, 2007-2008



Number And Percentage Of Reading Recovery Children Referred And Placed In Special Education By End-Of-Program Status

An issue related to cost benefits of Reading Recovery is the potential reduction of referrals and placements in special education programs. Therefore, information was collected about referral and placement in special education for all study participants. Table 7.1 shows how many children were referred, the status of the referral, and the overall rate of placement into special education. In addition to three Reading Recovery status categories (discontinued, recommended, and incomplete program), totals are shown for all children who had the opportunity for a full series of Reading Recovery lessons (Complete Intervention).

As shown in Table 7.1, only 10% of the Reading Recovery children who had an opportunity for a complete intervention (discontinued plus recommended) were referred for special education service. Of these 19 children referred in the site, 6 were placed, 9 await screening, and 4 were referred but not placed. All 6 children that were placed in the Special Education, received Speech and Language support. Note that discontinued children were not referred for special education service other than Speech and Language support. Referred children were generally from the recommended or incomplete program categories, although those numbers were smaller than expected. A remarkable finding is that zero children, out of 250 children served by Reading Recovery, were placed in Special Education for a learning disability. These findings support the need for Reading Recovery to serve as a pre-referral program.

Table 7.1 Reading Recovery Children Referred and Placed in Special Education by Intervention Status: Long Beach USD, 2007-2008

Special Education Referral and Placement	Intervention Status										Study Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Complete Interventions	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Not Referred:												
Total	133	94%	35	78%	38	86%	11	100%	1	50%	168	90%
Referred, Not Placed:												
Total	1	1%	3	7%	0	0%	0	0%	0	0%	4	2%
Referred and Placed: (Why)												
Emotional Disturbance	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%
Speech and Language	3	2%	3	7%	3	7%	0	0%	0	0%	6	3%
Total	3	2%	3	7%	3	7%	0	0%	1	50%	6	3%
Referred, Awaits Screening:												
Total	5	4%	4	9%	3	7%	0	0%	0	0%	9	5%
TOTAL GROUP	142	100%	45	100%	44	100%	11	100%	2	100%	187	100%

Number And Percentage Of Reading Recovery Children Considered For Retention

Another factor related to cost benefits is the influence of an intervention on grade level retention. Therefore, data were collected about children who were considered for retention and retained in grade one. Table 8.1 shows the status of grade retention for three categories of Reading Recovery children. Note that only 3% of the children who had a complete Reading Recovery intervention, whether they discontinued or not, were actually retained in grade one.

Data were also collected to study reasons why children who were considered for retention were or were not retained. As shown in Table 8.1, zero (0) discontinued children was retained. Six (6) students in the recommended group were retained because of reading difficulties. These findings support the need for additional literacy assistance for recommended children.

Another important finding is that children with incomplete programs were at high risk for retention. Seventy three percent (73%) of children with an incomplete program made accelerated progress and built a strong enough literacy foundation in Reading Recovery to avoid grade level retention.

In addition, 71% of the recommended children were considered for retention, but not retained. This supports the power of the Reading Recovery intervention even though they were considered recommended, the intervention gave them a strong enough literacy contained classroom and avoid retention.

Table 8.1 Reading Recovery Children Considered for Retention: Long Beach USD, 2007-2008

Retention Consideration and Decision	Intervention Status										Study Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Complete Interventions	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Not Considered:												
Policy Allows Retentions	7	5%	1	2%	0	0%	1	11%	0	0%	8	4%
Policy Does Not Allow Retentions	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	7	5%	1	2%	0	0%	1	11%	0	0%	8	4%
Considered, Not Retained:												
Adequate Progress	134	94%	29	60%	31	69%	2	22%	1	33%	163	86%
Previously Retained	0	0%	2	4%	1	2%	0	0%	0	0%	2	1%
Other	1	1%	3	6%	1	2%	0	0%	0	0%	4	2%
Total	135	95%	34	71%	33	73%	2	22%	1	33%	169	89%
Considered, Retained:												
Reading Difficulties	0	0%	6	13%	7	16%	1	11%	0	0%	6	3%
Other	0	0%	0	0%	3	7%	0	0%	0	0%	0	0%
Total	0	0%	6	13%	10	22%	1	11%	0	0%	6	3%
Decision Pending:												
Total	0	0%	7	15%	2	4%	5	56%	2	67%	7	4%
TOTAL GROUP	142	100%	48	100%	45	100%	9	100%	3	100%	190	100%